

ST MONICA SCHOOL GZIRA

Policies, Codes and Procedures

Contents

Good Behaviour and Discipline Policy	3
<i>Introduction: Respect, Responsibility and Self-Discipline</i>	3
<i>Section A: Etiquette and Good Manners</i>	3
<i>Section B: Punctuality</i>	4
<i>Section C: Uniform and General Appearance</i>	5
<i>Section D: Property and Environment</i>	6
<i>Section E: Disruptive Behaviour</i>	8
<i>Section F: Harassment and Bullying</i>	7
<i>Section G: Cheating During Exams</i>	8
<i>Section H: Serious Offences</i>	8
<i>Declaration form for Good Behaviour and Discipline Policy:</i>	9
<i>The school's recommendation:</i>	11
St Monica School Uniform	12
<i>Uniform List</i>	13
<i>Other important notes:</i>	14
School Dress Code for Adults	16
(including parents and visitors)	16
and Students on Casual Days	16
<i>Not considered appropriate attire:</i>	16
<i>Accessories not appropriate:</i>	16
Policy regarding Attendance & Absenteeism	17
<i>Absences of up to three days</i>	17
<i>Absences of more than three days</i>	17
<i>When students need to leave school early or come late</i>	18
<i>Absences due to going abroad</i>	18
<i>Child Supplement Benefit</i>	18
<i>Absenteeism during tests and exams</i>	18
<i>Homework during absences</i>	19
<i>Missed lessons during absences</i>	19
<i>Absences from lessons in the case of school activities</i>	19
Assessment Policy	20

Homework Policy	34
Literacy Policy.....	36
Parental Involvement Policy	Error! Bookmark not defined.1
Health and Safety Policy	44
The School Eco Code.....	53

Good Behaviour and Discipline Policy

Introduction: Respect, Responsibility and Self-Discipline

Effective teaching and learning can only take place in a well-ordered environment. Promoting positive behaviour requires the commitment of all staff, parents and pupils. Parents and guardians have an essential role to play in helping the school in maintaining high standards of behaviour.

This good behaviour and discipline policy, which is in accord with the National Policy, is based on RESPECT and RESPONSIBILITY. It aims to instil a sense of self-discipline and self-respect in our students, through positive reinforcement. When disciplinary issues arise, the first step is always dialogue with the students.

A good, well-disciplined behaviour is a crucial ability that students need to gain from a very young age, which will eventually help them obtain other skills throughout their life.

The school presents this policy in all contexts of school life, from academics, sports, communication, punctuality, respect and etiquette. Communication should be subtle and friendly in all scenarios of school life, accompanied by gentle etiquette. Respectful dialogue between all stakeholders in school is of utmost importance.

All adults forming part of the school community have the right and duty to educate students and therefore to reprimand them if needed. Students have the duty to respect and to obey all adults in the school community. Teachers and LSEs can confiscate items that should not be brought to school or worn. They will then pass them on to the assistant head in charge of behaviour. Teachers may also need to report students' behaviour and when necessary, decide on a consequence for the bad behaviour.

As a consequence, to bad behaviour, students can get a break-in and/or after school; students can be asked to come to school on Saturday or during the holidays, in their uniform. In more serious cases they may also be excluded or expelled.

Section A: Etiquette and Good Manners

Students are meant to respect all stakeholders of the school community. Any misbehaviour will be reported to Ms. Karen Galea, and further discussion with both student and teacher will follow. The school commits itself to follow the student further and involve her parents/guardians if undesirable behaviour persists. This is intended to provide support to the whole family. If misbehaviour persists, the above-mentioned disciplinary actions will apply.

The school will introduce an appraisal system through Myschool. This will include a drop-down menu with positive criteria, which students will be awarded by all teachers, every semester. Space to include additional remarks will also be available. All teachers are encouraged to fulfil this criterion of this policy and praise students on reaching different achievements. It is very

important that the school community also recognises and highlights different accomplishments of all students. All students should at least have one appraisal every semester.

St. Monica School promotes positive behaviour and reinforcement to create an adequate environment for effective teaching and learning within a family-oriented scenario, whilst giving all skills to students to succeed now and in life.

Good manners are expected from all. These are some examples of desirable behaviour which is expected in our school:

- Speaking softly in any part of the school.
- Walking slowly and with consideration for others in corridors; making way for adults.
- Being punctual for assembly, lessons, and activities.
- Standing up and greeting adults who visit the class.
- Using please and thank you.
- Always using proper language and tone with everyone.
- No chewing gum.
- Listening attentively to others.
- Always asking for permission to eat, drink and if necessary, leave class between lessons from the teacher of the next lesson.
- Always bringing the text-books or things needed for lessons.
- Behaving in class so as not to upset lessons.
- Always doing homework and giving it in on time.

When students refrain from any of the above desirable behaviour, considered as minor offences, they will be reprimanded verbally. If such disrespectful behaviour persists, it will be reported to the Assistant Head, and they will be reprimanded as necessary.

Section B: Punctuality

Punctuality is of the utmost importance. The bell for assembly goes at 7:50 am and assembly starts at 7:55 am. Lessons start at 8:00 am.

- In the case of Primary students, the teacher will take note of latecomers. If this persists, parents will be summoned to a meeting with the SLT.
- Secondary students who arrive late for the first lesson must go to the secretaries' office before going to class to be given written permission to enter class. This is shown to the teacher in charge. Teachers will not accept late comers in class without written

permission from the office and students will be sent back to the office to get this written permission.

- A record of late comers will be kept at the office. After three late arrivals, the student will not be allowed to attend the first lesson and the parents will be informed. If this persists, parents will be summoned to a meeting with the SLT.

Section C: Uniform and General Appearance

The school uniform represents the whole school community and what we believe in. The full uniform should be worn at all times, including to and from school.

The school satchel is compulsory. No other satchel may be used.

- Students should wash every day and be clean at all times.
- The uniform, shoes, satchel, and lunch-bag should be clean. Scribbling on the satchel is not allowed.
- Trousers should be worn properly and not pulled down at the waist; they should not drag and have tattered hems.
- The winter skirt should be knee length.
- PE Shorts should not be too short or too tight. If the latter is the case, students will be asked to purchase a new one.
- Hair should be clean and not heavily gelled.
- Hair styles should be suitable for school.
- Long hair should be pulled up in a ponytail or plait. Braiding is not permitted.
- **Dyed hair or any kind of lights are not allowed.**
- **No makeup or nail polish/art is allowed, including natural looking false nails, extensions or overlays.**
- **No jewellery is allowed** except for a pair of small stud earrings and a plain watch. Smart watches/bands are not allowed.
- **Data trackers and/or mobile phones are not allowed.**

Any prohibited jewellery or hair accessories will be confiscated immediately and returned at the end of the year. Teachers and LSEs can confiscate items that should not be brought to school or worn. They will then pass them on to the assistant head in charge of behaviour.

If students fail to come to school in the appropriate uniform and/or required appearance, the parents will be informed through Myshool.

In the case of dyed hair or fake nails, parents need to make the necessary arrangements to get them back to their natural state as soon as possible. Otherwise, students will not be allowed back into class. Certain infractions, such as carrying a mobile phone and/or dyed hair, will result in a lower grade in behaviour in SSC&P.

Uniform spot checks will be held often throughout the year. Students are meant to wear their P.E. Kit **only** on days when they have drama/musical theatre, religion through sports and P.E. or as indicated.

If students repeatedly fail in any of the above expectations, parents will be informed via a telephone call and will be asked to keep them home until the situation is remedied and the students' appearance is adequate for school.

If wearing something different from the proper uniform because it is unavailable from the supplier, a written note or email is required from the parents. Items such as hoodies are not allowed. If additional items are being worn underneath the uniform, they should not be visible.

Section D: Property and Environment

School Property and Environment

- Students are expected to keep classrooms, library, labs, corridors, toilets, gym, foyer and grounds clean. No eating is allowed in the corridors and foyer unless break is held inside.
- Students are expected to take care of all school property, including furniture, the building itself, books, and any other apparatus, equipment or materials which belong to the school. If any school property is damaged, including lockers, students will be charged for the damage done.

Personal Property

- Since students make use of different classrooms throughout the day, it is very important that they carry all their possessions with them. This includes blazers and tracksuit tops. What they do not need, should be safely locked in the locker with a good padlock – size 25mm (not one that every other key fits into). While never condoning stealing, carelessness should be avoided, and students are responsible for their own possessions.
- If a student has any sort of medication, she is to give the medicine to the Assistant Head in the morning and ask her to give it to her when the medicine is needed. The medicine should be taken back home at the end of the school day unless the person responsible is allowed to store it safely.
- Under no circumstances should mobile phones, cameras, other electronic equipment, posters, magazines, video games, cigarettes, medicines, large amounts of money, jewellery or any other material which is not directly connected to school be brought to school. Spot checks will be carried out.

- If, in exceptional cases, a mobile phone is needed, a note must be sent by the parent at least one day before, and is to be approved by a member of the SLT. If such approval is given, the mobile phone must be switched off and placed in an envelope with the student's name and class clearly marked on it, and is to be left at the Ms Karen's office, to be picked up at the end of the school day. Please note that it is not justifiable if the call can be made from school. Necessary calls will not be against a charge. During exams, the time when a student will finish school is clearly marked on the timetable. Students will not be given permission to call home if they forget something at home.
- In the case that permission is granted for a student to bring a mobile as per above, the student is not permitted to use the mobile phone on the school premises and/or transport, either before handing it in and/or after picking it up.
- The administration has the right to search lockers and school bags for any prohibited materials. If any of the above materials are found consequences may include, but will not be limited to, confiscation of the item and/or exclusion from school. Parents will be informed.

Section E: Disruptive Behaviour

Disruptive behaviour will be handled as follows:

- Reprimand by the teacher;
- Change of place in class, if necessary;
- In the case of repeated disruptive behaviour, the teacher will speak to the student after the lesson;
- If the disruptive behaviour persists, the teacher will refer the student to the Head of School who will take any necessary action.

The SLT may keep a student in during break, or even after school, if any behaviour is observed that is out of place at any time and in any place. In any case of after school sessions the parents will be informed.

Note that if any students of Form 5 choose not to sit for SEC exams in any subject they are still required to work in class, give in their homework and sit for tests and exams, including the Mock finals, in those subjects.

Section F: Harassment and Bullying

The school has a no tolerance policy towards bullying, that is, no bullying of any form is allowed. Bullying is to be understood as any unwanted and repeated behaviour towards another student.

If any form of bullying is observed it is to be reported immediately to the Head of School / Assistant Head, who will take the necessary action, including:

- Listening to both sides;
- Helping the bully understand how the victim feels;
- Informing parents of both parties;
- Supporting both parties, even with counselling, if necessary;
- Following the case to avoid repetition;
- The class being addressed by the Head of School, so that they may know what is being done.
- The Head of School may keep a student after school if she is found to have bullied another student. In such a case, the parents will be informed immediately.

The school may also refer to agencies outside the school if necessary, according to the National Anti-Bullying Policy.

Section G: Cheating During Exams

Cheating, or attempting to cheat, by copying from various sources, or other forms of cheating, will not be tolerated. In such cases the invigilator will take the student's paper and write down any remarks she deems necessary including the time the incident happened and will sign the paper. Copying carries an automatic expulsion from the particular exam. The student is then sent to the Assistant Head in charge. Disciplinary measures include loss of all/part of the marks for that particular exam and an explanatory remark on the student's report.

Section H: Serious Offences

If students are caught committing a serious offence, such as:

- Smoking;
- Substance abuse (drugs, alcohol, medicines....);
- Stealing;
- Vandalism;

they will be immediately sent to the Head of School and dealt with accordingly.

Declaration form for Good Behaviour and Discipline Policy:

After having read and understood the Good Behaviour and Discipline Policy, (which may be found on Myschool) please sign the following declaration.

Please keep in mind that by signing the declaration, you are taking responsibility to follow the Policy and to co-operate with the school in its implementation.

Keep the code of behaviour somewhere safe so that you can refer to it.

Please Cut here.....

Date

I of Form/Grade..... promise to abide by the

St. Monica School, Gzira Good Behaviour and Discipline Policy and agree to accept the consequences of my actions.

.....

Signature of student

Date

I/We..... and parents/guardians of of Form/Grade..... undertake to co-operate and abide by the St. Monica School, Gzira Good Behaviour and Discipline Policy, and agree to accept the consequences of my/our daughter's actions.

.....

Signature of parent / guardian

.....

Signature of parent / guardian

A Very Serious Issue – Internet Use

Please note that the uncontrolled and unmonitored use of internet by your daughters after school hours is fast becoming an insurmountable problem.

We have become aware of a number of grave and serious issues that we would like to draw your attention to, followed by a RECOMMENDATION.

- Many parents are totally unaware of what their daughters are up to, what social media and apps they use and what they post; indeed, some even think that their daughter would never dream of such behaviour but unfortunately facts show otherwise
- Bullying is rife on social media; it is out of hand. The normal problems associated with adolescent phases have become extremely amplified through the use of social (or rather anti-social) media. They have become unmanageable and therefore call for extreme measures
- This bullying issue is coupled with the use of extremely vulgar and bad language as well as shameless swearing and blasphemy; it has to be seen to be believed!
- Social media and apps have become the main source of waste of time for your daughters, leading to work that is below standard and incomplete or to even not doing assigned work at all. This results in lower achievement. It also brings about copying while doing homework
- Your daughters use the excuse of needing internet for research; this may be true sometimes BUT should this be the case, they need to be MONITORED; otherwise rest assured that they will stray
- Please note that as a school we cannot accept responsibility for what is happening after school hours, where we cannot exert any sort of control; that is where parents / guardians are responsible for their daughters' actions. Kindly refrain from reporting or bringing printed chats to school as you would in fact be telling us to do what you yourself cannot do at home; how can the school monitor what goes on at home? Even if your daughter is the victim, the school cannot do anything about what goes on at home. There, it is up to you to control matters. Some parents confide in us that they are at a loss about what to do to solve this great problem

The school's recommendation:

NO INTERNET ACCESS unless absolutely needed for research, and then under your vigilant MONITORING. There is no other way to tackle this situation. This includes taking away mobiles and other devices; mobiles should only be given to your daughters if you need to keep contact with them when they go out. They can see their friends at school; this uncontrollable vice of having to chat with friends all the time after school hours is leading to their downfall. Please take this recommendation seriously; otherwise, as already stated, the school cannot be expected to take action in such cases. Above all, your daughters will go on having bullying issues and lower achievement through waste of time.

St Monica School Uniform

Pregrade, Grade 1 and Grade 2 students are to wear the PE kit all year round. From Grade 3 upwards, students are to wear their uniform or their PE kit according to time-table. The PE Kit is to be worn on days when students have the following subjects: PE, Religion Through Sport, Drama and Musical Theatre.

Please note that all PE kit items, excluding the navy blue padded jacket are marked with our school's logo. The navy blue padded jacket bought from FullMarks or the navy blue fleece jacket bought from Bortex Uniforms are the only jackets which will be allowed to be worn both on the PE kit and uniform.

Below please find details about the proper uniform to be worn by Year 1 to Form 5 students and uniform and PE kit items' suppliers.

Details about the proper uniform to be worn by Grade / Form and uniform and PE kit items' suppliers are found here below.

All uniform items (except PE kit) are available from:	PE kit items (including the navy-blue padded jacket and white sports shoes) are available from:
Bortex School Uniforms Mirabilis Building Triq l-Intornjatur Mriehel Bypass Mriehel BKR3000 Tel: 21447767 Opening Hours Mon – Sat: 09.30 – 19.00	FullMarks Sporting Galea Enterprises Ltd 288, Zabbar Road, Fgura. Tel: 21677262 email: fullmarks@melita.com Opening Hours Mon – Sat: 09.00 – 12.30 16.00 – 19.00



Uniform List

	Pregrade, Grade 1 & Grade 2	Grade 3 – Grade 5	Grade 6 – Form 5
Summer	<p><u>PE Kit</u> Short-sleeved pink T-shirt Blue shorts White above ankle socks White running shoes Grey school bag (Bortex) Blue school cap (Bortex)</p>	<p><u>Uniform</u> Short-sleeved pink shirt Tartan check pinafore Navy blue above ankle socks Navy blue school shoes Grey school bag (Bortex)</p> <p><u>PE Kit</u> Short-sleeved pink T-shirt Blue shorts White above ankle socks White running shoes Blue school cap (Bortex)</p>	<p><u>Uniform</u> Short-sleeved blue polo shirt Tartan skirt and/or blue trousers Navy blue above ankle socks Navy blue school shoes Grey school Bag (Bortex)</p> <p><u>PE Kit</u> Short-sleeved pink T-shirt Blue shorts White above ankle socks White running shoes Blue school cap (Bortex)</p>
Winter	<p><u>PE Kit</u> Long-sleeved pink T-shirt Blue / pink Track suit White above ankle socks/tights White running shoes Grey school bag (Bortex) Blue school cap</p>	<p><u>Uniform</u> Long-sleeved pink shirt Tartan cravat Tartan check pinafore Navy blue V-neck jumper Navy blue blazer Navy blue tights or navy blue ankle/knee socks Navy blue school shoes Grey school bag (Bortex)</p>	<p><u>Uniform</u> Long-sleeved pink shirt Tartan cravat Tartan skirt and/or blue trousers Navy blue V-neck jumper Navy blue blazer Navy blue tights or navy blue above ankle/knee socks</p>

	Navy blue padded jacket (FullMarks) and/or Navy blue fleece zip up jacket (Bortex)	<p><u>Optional</u> Navy blue fleece zip up Jacket with school logo Fleece scarf, gloves and hat with school logo Navy blue universal Pac-A-Mac rain jacket</p> <p><u>PE Kit</u> Long-sleeved pink T-shirt Blue/ pink Track suit White above ankle socks/tights White running shoes Navy blue padded jacket (FullMarks) and/or Navy blue fleece zip up jacket (Bortex)</p>	<p>Navy blue school shoes Grey school bag (Bortex)</p> <p><u>Optional</u> Navy blue fleece zip up Jacket with school logo Fleece scarf, gloves and hat with school logo Navy blue universal Pac-A-Mac rain jacket</p> <p><u>PE Kit</u> Long-sleeved pink T-shirt Blue / pink Track suit White above ankle socks White running shoes Navy blue padded jacket (FullMarks) and/or Navy blue fleece zip up jacket (Bortex)</p>
Other Items which may be used	<p>If a polo neck needs to be worn with the winter PE kit, it has to be navy blue and worn underneath the T-shirt</p> <p>Hairbands or tie-backs have to be plain navy blue or black with the uniform and PE Kit</p>	<p>If a polo neck needs to be worn with the winter PE kit, it has to be navy blue and worn underneath the T-shirt</p> <p>Hairbands or tie-backs have to be plain navy blue or black with the uniform and PE Kit</p>	<p>If a polo neck needs to be worn with the winter PE kit, it has to be navy blue and worn underneath the T-shirt</p> <p>Hairbands or tie-backs have to be plain navy blue or black with the uniform and PE Kit</p>

Other important notes:

- Hair should not be dyed. Hair must be pulled back at all times.
- Fingernails are to be kept short and natural. No nail colour, nail art, gel, acrylic, fibreglass, or false nails are accepted.
- Bracelets, necklaces, rings, multiple earrings or other items of jewellery shall be confiscated.
- Only matching plain stud earrings, one in each ear are allowed and wrist watch has to be plain. No smart watches are allowed.
- Only proper blue school shoes are accepted.

- The school blazer is compulsory from Grade 3 to Form 5. The navy fleece zip up jacket is to be worn from underneath the blazer. It is to be worn on every school day as part of the school winter uniform.
- The PE shorts are intentionally loose fitting, and the length should reach mid-thigh at the very least. If deemed too short or too tight, you will be asked to purchase a new pair.

School Dress Code for Adults (including parents and visitors) and Students on Casual Days

Not considered appropriate attire:

- Shorts
- Low-waisted hipsters
- Short skirts
- Transparent or 'revealing' clothing
- Tops with low neck-line – no cleavage should be seen
- Halter necks, cropped tops
- Sleeveless tops
- Underwear should not be revealed above waistband, especially when bending
- Ripped or patched jeans
- Inappropriate words/ symbols/ pictures on clothing

Accessories not appropriate:

- More than one pair of ear-rings
- Piercing of tongue or any body parts that are uncovered & tunnel ear piercing
- Tattoos on uncovered parts of the body

Policy regarding Attendance & Absenteeism

Attendance to school is compulsory. Parents who fail to send their children to school will be breaking the law. A very meticulous record of absentees is kept by the school, which is forwarded to the Education Directorate every month.

Absences of up to three days

When students do not come to school, parents or guardians must inform the school on the first day of absence. An absentee note giving a reason for this absence is to be handed in upon the student's return to school. Such a note is available on Myschool. These notes signed by parents or guardians should be handed in on the first day of return to school. These notes may cover up to two days either consecutively or spread out throughout a calendar month.

It is at the discretion of the Head of School to accept or reject the parents' explanation and parents are informed accordingly. If the Head of School deems the explanation to be reasonable the student should be marked as '**Excused**'. Valid reasons include: family health issues, hospital visits, death of family members, funerals, severe weather conditions and trips abroad of less than 3 weeks (for medical or other serious family reasons, like funerals, cultural and educational trips etc.). If the Head of School is not satisfied with the explanation given, student is to be marked as '**Absent**' and is to inform parents.

Students who do not attend school without justification will be marked as '**Absent**'.

Absences of more than three days

Absences of more than two days in a calendar month, not necessarily consecutive days, must be covered by a **medical certificate**. The assistant head may call home to check that the student is indeed sick. The reason for this is to eliminate any sort of abuse, for the safety and benefit of all students. Medical certificates are not valid if not accompanied by the **medical certificate record card** duly filled in and signed by the doctor who issued the certificate. Certificates must be given to the class teacher within three days of return to school. If the student is sick for more than 5 consecutive days, the first medical certificate has to be handed in by the end of the fifth day.

Absenteeism during exams, tests and outings requires a medical certificate, even for one day.

If no medical certificate is produced or if absenteeism is too frequent, the Education Directorate will be informed, and legal procedures may be initiated by this institution.

When students need to leave school early or come late

Students cannot leave the school premises without permission from the administration. Whenever there is a dental or any other medical appointment, examination or a funeral of a close relative, students are to bring a note beforehand signed by the parents and a photocopy of the appointment or timetable in the case of exams. These are to be given to the assistant head who then signs and gives them to class teacher. When attending clinics or such, the doctor or person responsible must write a note/certificate to be presented afterwards at school as proof of the visit there.

Parents who pick up their children from school earlier than dismissal time must stop at reception to sign and give their ID card number. This will be noted on Myschool as **'Left'**. If a student comes to school late for a valid reason, the student will be marked **'Late for a valid reason'**.

Absences due to going abroad

Students will not be excused for going abroad except for health reasons and educational visits. They will be marked as absent and if 3 absent days are exceeded in any one month the student will be reported at the end of that month to the directorate as stipulated. Parents going abroad accompanied by their children for less than 15 days have to inform the school in writing and present the air ticket and a photocopy of it so that the school can ascertain that the photocopy is a true copy of the original. If students are taken abroad for more than 15 days, besides informing the school, parents/guardians should go to the Welfare Section, Floriana to inform this section as well. It is advisable to take the air tickets and passports with them just in case they need to be checked.

Child Supplement Benefit

If your child is eligible for this supplement, she is required to attend 95% of the scholastic year. Justified absence will be considered as part of the 95% attendance, whilst unjustified absence will be noted as absent.

Absenteeism during tests and exams

When students are absent for tests and exams, whether for illness, hospitalization, educational and cultural activities, national or otherwise, the tests / exams may not be repeated, not even on the same day. It has become logistically impossible to make individual arrangements.

However, the teacher may give the test / exam to the student to work at home and then correct it and assign a mark, purely for formative reasons; this mark will not be used in compiling the assessment and global marks. Please bear in mind that the feedback for improvement is the most important thing and that the global mark, for which awards are given, is composed of many other marks along the whole year. This also holds for listening comprehensions.

Homework during absences

Ideally, when students are absent because of activities, they should obtain the work that needs to be done and hand it in when due. If this is not possible, teachers will accept work for correction up to ONE WEEK AFTER THE DEADLINE. Beyond this, teachers are not expected to correct the backlog; in any case it will be out of hand even for the student to keep up with all the work that needs to be given in, if this time limit is exceeded. This does not hold, and rightly so, ONLY in the case of ILLNESS. In cases of illness teachers will come to an arrangement with the student.

Missed lessons during absences

Missed lessons: teachers are NOT expected to repeat lessons except in the case of illness. Students who miss many lessons because of activities, even on a national level, are to understand that it will be impossible to have these lessons repeated, not even during break, as breaks are very limited – therefore this should be taken into consideration when participating in such activities. If many lessons are missed, students are to read notes and then try to do the work and hand it in within one week of the deadline (as stipulated above). Where illness is concerned the teacher will make arrangements with the student.

Absences from lessons in the case of school activities

When students are away from school on SCHOOL ACTIVITIES provisions will be made.

Students sent home sick

When pupils in Pregrade to Grade 3 are sent home due to illness, they must present a medical certificate confirming they are fit to return on their first day back at school.

Assessment Policy

This policy has been developed in line with the school's mission statement and the national curriculum framework. The mission statement itself enhances the underlying principles of the national curriculum framework.

Our mission strongly states *that the intrinsic worth of every student must be recognised, and that the student must be helped to develop to the fullest her gifts and her potential.* Assessment is indispensable to bring this about. Formative assessment is what will help educators to gauge at which phase in the learning process the student is. It will shape the way forward, what goals to set, the variety of methods that will be used, the success criteria presented to the student for producing a good piece of work and, crucial to this process, the feedback that will be given for improvement. Feedback should be contingent with the work given for assessment to be effective, and it must be qualitative and clearly showing how to progress. In this way it will be specific to each student, therefore affirming our mission, *developing every student's potential.*

The learning intentions, success criteria and feedback, all crucial, together with effective classroom techniques such as questioning that elicits information from students and makes them reflect and come up with ideas and problem-solving strategies, are imperative in making students *self-directed learners*. This is reflected in our mission as well, as the school aims to form students *into valid citizens for a better society.*

Properly designed formative assessment will take into consideration where the student is at, which in turn may be the result of various factors, even extrinsic to the school. The particular needs of the student are therefore identified and so, the most effective strategies and variety of techniques to bring about teaching and learning, are established. This is in line with another facet of our mission, that of *providing a holistic education to all students, irrespective of their background or ability.*

This formative assessment will also provide the educator with information about the educational experience, the practice itself, and thus identifies changes that need to be done for the process to be more effective. It will aid planning and ensuring the process is tailor-made to the students. It will ultimately also result in developing the school's curriculum.

Summative assessment will give a summary of the learning attained – it should be used as a formative tool for the reasons outlined above.

This assessment policy ensures that all stakeholders have access to the assessed work continuously, in the way that reporting takes place. The progress of the student is always available to all, therefore making possible establishing where improvement is needed and

focusing on these areas. Educators, students and parents will all have the opportunity to be part of the whole experience that is the student's educational development.

PRIMARY EARLY YEARS

Formative assessment in the Early Years is crucial to the holistic development of the child as it gives the teacher real-time feedback to recognize the child's strengths, as well as identify the areas that need to be addressed. Formative assessment is ongoing and informal and is carried out by the teacher as she observes children daily during play, exploration as well as during interaction with others.

It is also gathered through through feedback, visual representations, oral presentations or physical demonstration, questioning techniques, group work and problem-solving tasks with the opportunity for pupils to transfer and apply their knowledge to a new context.

At the end of each term, parents will receive a hard copy of the assessment drawn up by the teacher based on the Learning Outcomes Framework.

PRIMARY JUNIOR YEARS

Assessment is a valuable tool that aids in determining each student's current standing and providing appropriate feedback. Throughout the academic year, assessment takes on a dual role in the Junior years. We conduct multiple formative assessments during each term, as well as fewer summative assessments.

Formative assessment is designed to teach a specific concept or skill, followed by a related task that is informally assessed using various tools. It provides educators, parents, and students themselves with an understanding of the students' accomplishments and areas where further learning is needed.

On the other hand, **summative assessment** involves one-time testing that allows students to gauge their academic performance through the assignment of grades at the conclusion of their exams. Half-yearly exams are conducted in February, while annual exams take place in June.

December Assessment – Formative Report

The first assessment report is received in December before the first Parents' Day. This includes formative assessments as follows:

- Comments which include feedback on Maths, English & Maltese
- Assessment Criteria based on Learning Outcomes (referred to as LOs) for Social Studies, Science, Religion, IT, Drama, PE and Art/Craft

This report is based on various tasks done between September and December.

Assessments & Half Yearly Exams – Formative & Summative Report

The second assessment report is received in March before the second Parents' Day. This is a blend of formative and summative assessments as follows:

- Exams for Maths, English and Maltese – 60%
Ongoing Assessment – 40%

Ongoing assessment includes tasks based on LOs from September to February. Samples of work for 40% ongoing assessment will be sent home to parents/guardians so they can follow their child's progress.

- Assessment Criteria on Social Studies & Science + 40% Continuous assessment mark on Project/Fieldwork
- Assessment Criteria on Religion, IT, Drama, PE, Art/Craft based on tasks which include LOs from January to February

Assessment & Annual Exams – Formative & Summative Report

The third assessment report is received in July. This is a blend of formative and summative assessments as follows:

- Exams for Maths, English, Maltese,
Science and Social Studies – 60%
Ongoing Assessment – 40%

Ongoing assessment includes tasks based on LOs from March to June. Samples of work for 40% ongoing assessment will be sent home to parents/guardians so they can follow their child's progress.

- Assessment Criteria on Religion, IT, Drama, PE, Art/Craft based on tasks which include LOs from March to June.

Language Assessment Criteria – English & Maltese

The exam papers both in the Half Yearly and Annual Exams include the following marks and will be worked out of 60%

Orali/Orals	20 marks/20 marka	}	60%
Listening Comprehension Taħrig il-Fehem	20 marks/20 marka		
Comprehension & Grammar Taħrig il-Fehem u Grammatika	30 marks/30 marka		
Writing Short/Long Kitba qasira/twila	30 marks/30 marka		

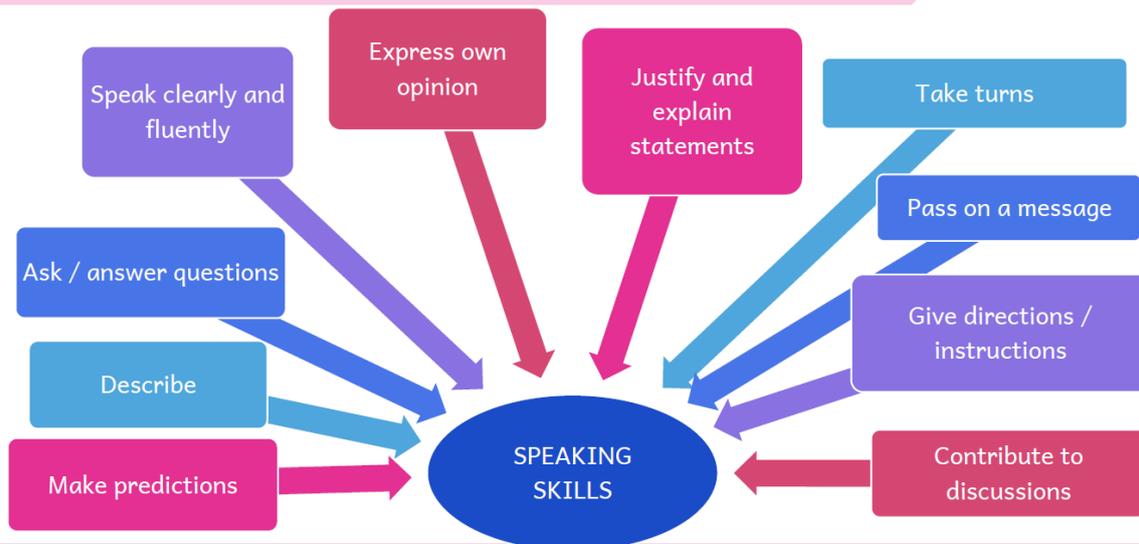
Ongoing assessment which sums up to 40% of the half yearly and annual global marks are obtained through the following ongoing tasks.

10% - Speaking	Taħdit – 10%
10% - Listening	Smigħ – 10%
10% - Reading	Qari – 10%
10% - Writing	Kitba – 10%

Assessing Speaking Skills – Ongoing Assessment 10%

Students are assessed on the following competences depending on their year group.

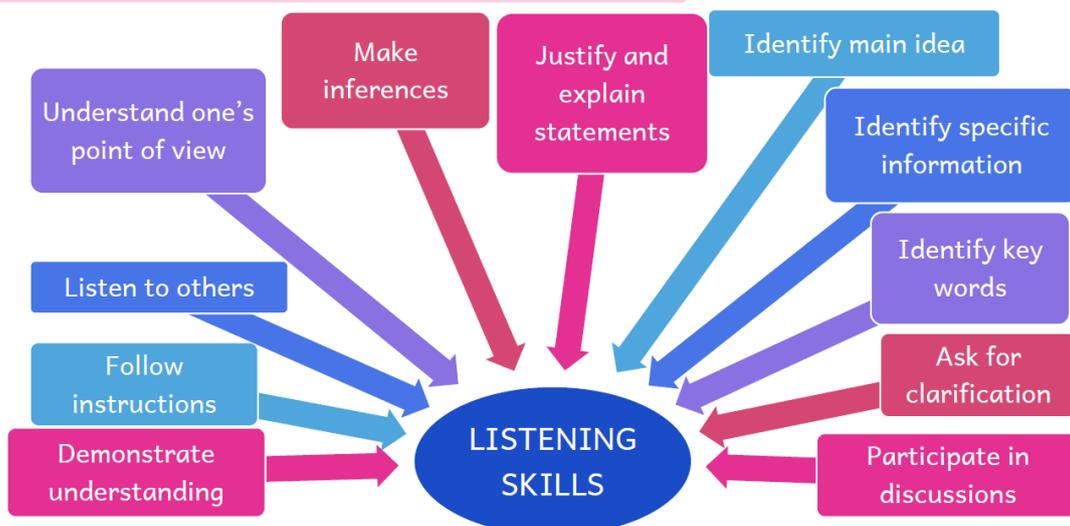
Speaking and Representing



Assessing Listening Skills - Ongoing Assessment 10%

Students are assessed on the following competences depending on their year group.

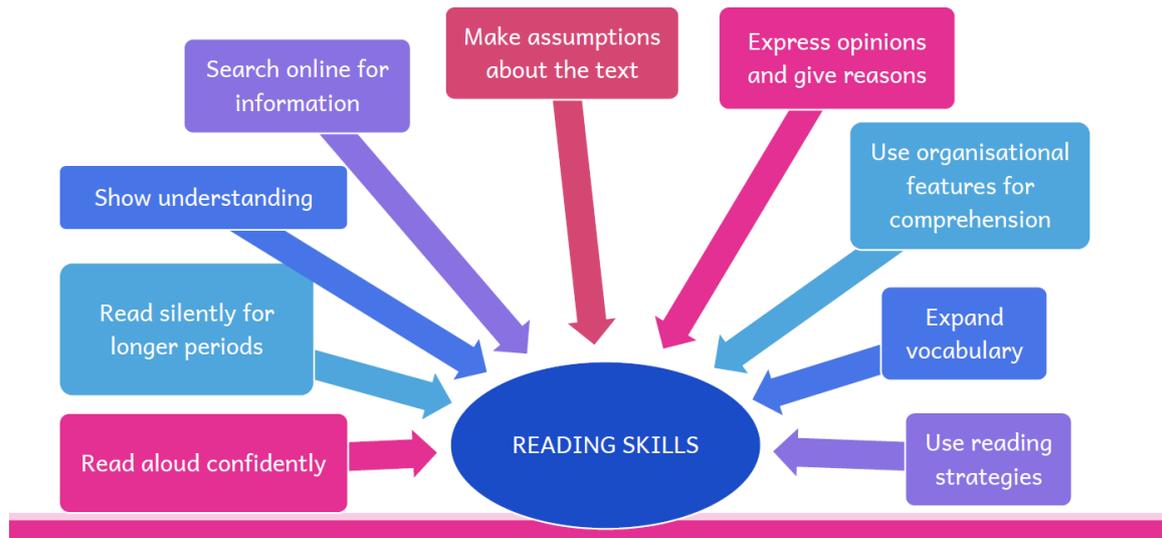
Listening and Viewing



Assessing Reading Skills – Ongoing Assessment 10%

Students are assessed on the following competences depending on their year group.

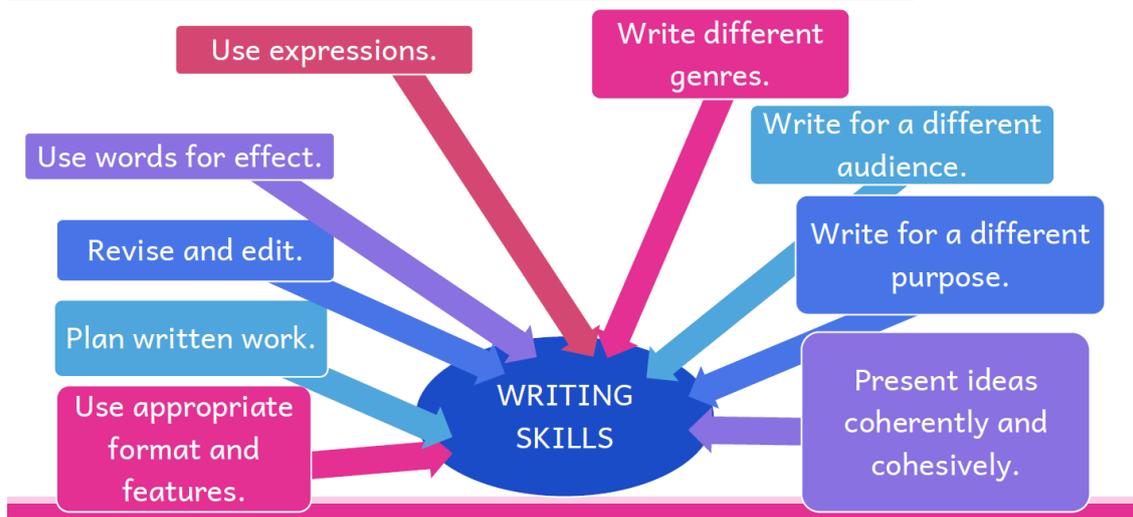
Reading and Viewing



Assessing Writing Skills – Ongoing assessment 10%

Students are assessed for the following competences depending on their year group.

Writing and Representing



IT-TAHDIT

Matul is-sena jsiru preżentazzjonijiet li jkunu ppreparati d-dar.

Dawn jistgħu jinkludu

- rwoli (role play) jew
- preżentazzjoni f'forma ta' taħdita lill-udjenza.

L-istudenti jippreparaw ppts bi stampi biss u bla kliem.

L-għalliema jkollha kriterji tal-assessjar sodi biex jaraw li jkunu ntlejha l-kisbiet mit-tagħlim u tkun assiguarata l-kwalita fl-assessjar.

IS-SMIGH

L-istudenti jkunu assessjati għal dawn il-kisbiet:

- Tisma', isegwi u tifhem siltiet qosra fuq sugġetti midhla tagħhom
- Tisma' rakkont qasir u turi x'fehmet bil-fomm, bil-kitba jew gesti
- Tisma' u ssegwi reċta qasira u turi x'fehmet bil-fomm, bil-kitba jew gesti
- Tisma' u ssegwi kanzunetti/poezija/taqbili u turi x'fehmet bil-fomm, bil-kiba jew gesti

IL-QARI

L-istudenti jkunu assessjati għal dawn il-kisbiet:

- Taqra kitbiet ta' generi, sugġetti u registri differenti u tagħraf il-funzjonijiet tagħhom
- Tagħraf il-komponenti ewlenin ta' materjal stampat, elettroniku u digitali bħat-titlu, il-werrej, il-kapitlu, in-numru tal-paġna, it-tqassim eċċ u tużahom biex tfittex l-informazzjoni li tkun meħtieġa.
- Taqra testi, animazzjonijiet u stampi, tifhimhom, tixtarhom u tiffirma opinjoni dwarhom bil-punti ewlenin, bħal b'mod kronologiku jew sekwenzjali, kif ukoll twieġeb mistoqsijiet fuqhom.
- Tagħraf is-sugġetti jew l-ideat ewlenija ta' test billi tislet il-kliem jew is-sentenzi jew il-kunċetti l-aktar importanti.

- Tuża d-dizzjunarju billi timxi mal-ordni alfabetiku u mill-ewwel ittra tasal għal kliem li trid tfittex it-tifsira tiegħu u hekk titgħallem xi jfisser, kif jinkiteb, kif jingħad jew jinqara.

II-KITBA

Il-marka tal-assessjar kontinwu tinħadem mix-xogħol tal-kitba għal kull ġeneru ta' kitba skont is-sena partikolari.

Il-marki għandhom jitqassmu hekk:

- Il-ġeneru tal-kitba
- Il-kontenut
- L-iżvilupp tal-ideat
- Is-sekwenza
- L-espressjoni u l-lessiku
- Il-Metalingwa
- Il-puntegġjatura u morfologija
- L-ortografija

SECONDARY YEARS

- There will not be a half yearly exam. There will be an annual exam.
- All work done along the year is important – feedback is crucial for students to progress. Assessment marks will be continuously inputted along the year and will always be available on MySchool. This *formative assessment* is the basis for all students to succeed.
- The work for which marks will be inputted will address *learning outcomes*, and it will be assessed according to set criteria. The learning outcomes being addressed will be described clearly, so that the degree of achievement, and the way forward through feedback given, can be established.
- At the end of the year, the *best marks* will be taken to give *the School Based Assessment (SBA) mark*. Therefore, since at the end of the year the best marks will be selected, a greater number than the stipulated number of marks needs to be inputted. The SBA mark out of 100 will be automatically issued. Marks will be inputted regularly per term.
- The number of assignments selected to give the SBA mark varies according to subject and Form, since every subject is unique in the way it is tackled and brought to the students.
- These inputted marks, from which the SBA will finally be composed, will be selected by the teacher – the students will not know which will be selected for inputting. This will ensure that students give attention to all the work assigned.
- If a student is absent for a *valid reason*, the mark of the assignment that is missed can be replaced with another.
- The SBA will include tests minimally.
- In June, the report will show the *Annual Exam mark*, *the School Based Assessment (SBA) mark*, and also the *Global Mark*. This global mark will be composed of the annual exam mark and the school based assessment mark SBA. The weight of the annual exam mark and that from the SBA mark, to compose the global mark, is in line with the national policy, namely 70% exam paper and 30% SBA. The report will also show the level selected for the student. The *SBA mark out of 100* will be shown as well.
- As regards upper forms (Forms 3,4,5), the SBA mark obtained every year will account for 10% of the total SBA mark submitted for the SEC (Secondary Education Certificate), thus amounting to a total of 30%. It is the same mark used for the school global mark.

- This assessment policy is based on the importance of feedback for improvement - it is the crux of the learning process. This feedback will be given for all work assigned to the students. Together with success criteria outlined beforehand to aid students produce the best work possible, feedback will identify areas where improvement is needed and how it will be brought about.
- Parents' Day will take place towards the end of January, over two days, online.

Information about SBAs and their impact on the SEC

The SBA mark for SEC will be accounted for as follows:

Form 3 10% Form 4 10% Form 5 10% Total 30%

The rest of the SEC mark, 70%, will be from the controlled exam, the pen and paper exam.

The SBA will contribute towards the level obtained.

All SBAs, except in individual cases, will be set at level 1-2-3. A very few individuals might opt for level 1-2 SBAs.

Level 1 is Primary level work, level 2 is Form 2 level work, level 3 is SEC level work. Therefore level 3 is what most students will be working towards.

If a student always undertakes level 1-2-3 SBAs and sits for a level 2-3 SEC exam, as explained above, at the end of Form 5 these will contribute up to 30% towards the SEC mark.

If a student undertakes level 1-2 SBAs and sits for a level 1-2 SEC exam, the result will be issued at that level, with the SBA accounting for up to 30% of the SEC mark.

If a student undertakes level 1-2 SBAs BUT sits for a level 2-3 SEC exam, the SBA mark awarded will not be up to 30% of the SEC – it will be 60% of that 30% instead. This is because the SBA tasks would have been of a lower level than the controlled exam.

The grade obtained is determined ONLY by Paper 2 (the exam), the written paper. If paper 2-3 is chosen, grades 1 to 5 are possible, but also 6 to 8 if the work is not up to standard. This means that even if full marks are obtained in the SBA, if the student fares badly in the 2-3 paper, lower grades will be obtained that may then be at less than O level, namely grades 6 to 8.

If paper 1-2 is chosen grades 6 to 8 are possible.

The SEC report will show the final SBA mark obtained, the controlled exam mark, the grade and the level obtained. It will be computed and issued by MATSEC. Registration will take place in Form 5 by parents / guardians.

Private candidates, for any subject, whether taken at school or not, will sit for two pen and paper exams instead of having the SBA component and one written exam.

Secondary School Certificate and Profile (SSC&P) and the School Leaving Certificate

Students will be presented with the national Secondary School Certificate and Profile showing all assessment and exam marks obtained in each subject studied from Form 1 to Form 5. This certificate will also include attendance, any non-formal activities (extracurricular activities done at the school) and informal activities (extracurricular activities done out of the school) as well as personal qualities of the student. The usual St Monica School Leaving Certificate will be issued as well.

Award-giving Ceremony

Awards will be based on the GLOBAL MARK, which will be worked out as explained above. It will take place annually. If a student is absent for any part of the Annual Exam, she will not be eligible for a prize in that subject and the mark will not total 100.

High Achievement: Form 1 and 2 students who achieve a global mark of 85% or more in a subject will be awarded a Certificate for High Achievement in the subject. Form 3 and 4 students who achieve a global mark of 80% or more in a subject will be awarded a Certificate for High Achievement in the subject.

There will not be first in subject awarded as students are encouraged to progress individually and not in comparison to others.

Missing school based assessments

When a student is absent for an assignment, the mark will be inputted as zero and a comment will indicate absenteeism. Since at the end of the year, the best marks will be taken for SBA, this SBA mark will not be affected unless there are many incidences of absenteeism. Tests / exams may be worked out at home, preferably under exam conditions, so that the teacher will correct the work and give feedback - the student will know where she stands. These will obviously not be included in the assessment.

Annual Exams - Summative

The reports will show the exam mark. Although this is a form of summative assessment, exams can be a useful formative tool if used to give feedback to students so that they can improve.

Mock Exams

Mock Exams will be held towards the end of the second term or brought forward according to the SEC timetable. They are used as a formative tool by teachers to help students know where they stand and to prepare themselves well for the actual SEC exams.

Literacy Policy

Rationale

As our school we aim to provide a supportive, stimulating and secure environment where children are encouraged to express themselves and where their contributions are valued. We aim to provide for the language development of Maltese and English in order to enable pupils to develop their bilingual skills to think, to explore and to recognise and communicate their ideas, to avoid social exclusion and to make connections with their history, culture and community.

Principles

The principles of this policy are twofold:

- Literacy is a right for all pupils;
- It is the responsibility of all teachers to ensure the appropriate development of literacy across all areas of the curriculum.

Aims

This policy aims to:

- Raise the present standards of literacy and maximise the potential of each pupil;
- Enable pupils to express and communicate meaning in spoken language by listening to and interpreting what others say and match the style and response according to the audience, context and purpose;
- Provide pupils with a range of relevant and purposeful opportunities to develop their ability to read, understand and engage with various types of text for enjoyment and learning;
- Enable children to communicate using written language effectively, making and shaping text appropriately, according to context, purpose, reader or audience.

The Role of the SMT

The role of the SMT is to sustain the implementation of literacy across the curriculum by:

- Providing opportunities for the professional development of teachers in order to raise and maintain positive attitudes and pedagogical skills in relation to literacy;
- Promoting the use of new technology in teaching and learning of literacy;
- Promoting and referring to research studies that provide a better understanding of literacy programmes both locally and overseas;
- Consulting and providing support from Heads of Department in Literacy Support Teachers, SENCOs and other professionals;
- Consolidating screening and profiling procedures and refer pupils for psychological assessment to ensure timely intervention in case of pupils with special needs;

- Engaging parents and caregivers in the literacy development of their children through literacy workshops, seminars and talks.
- Seek and provide opportunities for pupils to take part in national and school-based competitions and invite both local and foreign authors to school.

The Role of the Teacher

The teacher's role is defined as follows:

- **Model:** as a skilled user of language, the teacher's role is the central element in fostering positive attitudes towards literacy;
- **Facilitator:** providing a supportive and stimulating environment, organising purposeful and differentiated activities and enabling children to develop literacy skills;
- **Initiator:** providing a variety of resources and opportunities for a wide range of balanced activities to encourage the development of skills in talking, listening, reading and writing to pupils with different abilities and attitudes;
- **Monitor:** observing and recording the development of skills in literacy;
- **Assessor:** evaluating and assessing the development of skills in literacy.

The Role of the Parents

As a school we believe that parents are not only the primary care-givers but also role models for their children in helping them acquire a positive attitude towards the acquisition of literacy skills. We also believe that parents are co-educators and our partners in the transmission and sustainment of these skills throughout primary and secondary schooling.

Parents are requested to:

- Support their children by attending school-based literacy activities and initiatives that aim to transmit information, strategies and positive attitudes in the acquisition of literacy skills;
- Support the class teacher by reinforcing what is done in class through homework, paired reading and visiting the local or national library;
- Co-operate and collaborate with the school when intervention is required to aid and support the development of literacy skills.

Talking and Listening

Rationale

Talking and listening are fundamental skills upon which the educational development of our children depends. Through the development of oral and aural skills, they learn about language and this equips them to demonstrate and refine their learning.

Our overall aim is for our children to become efficient users of Maltese and English. This will be achieved by devoting time, energy and resources to the development of oral communication. Through purposeful interaction with teachers, children will be provided with experiences that develop their skills and their thinking.

Classroom Environment

The classroom environment should be one in which:

- Pupils feel relaxed, accepted and affirmed;
- Talking time is planned, varied and is carried out in a context or according to the subject being taught;
- Talking and Listening are valued for social, communicative and cognitive purposes;
- Pupils' contributions are valued;
- Pupils understand that talk is a valuable area of learning;
- Classroom organisation and management are varied e.g. use of pairs, small and large groups; varying composition of groups; varying roles in groups;
- The teacher models oral language;
- There is good use of resources such as computer software, interactive whiteboard, listening stations, book displays, language games, word cards, and reading schemes;
- There is a link with reading and writing;
- There is an opportunity for activities such as group work, role play, hot seating and drama.
- Provide opportunities for show and tell activities, presentations, discussions and debating.

Reading

Rationale

The aim of our school is that our children will learn to read, will enjoy a wide variety of texts and will become independent, critical, life-long readers and learners.

Classroom Environment

The classroom should be a place where:

- A library corner is easily accessible, comfortable and attractive so that children feel inspired to read. It should contain a variety of genre including poetry, fiction and non-fiction;
- Library books have to be graded accordingly to ensure that children with different reading abilities have an equal opportunity to enjoy reading;
- Different teaching approaches are present in order to facilitate pupils' differing learning styles:
 - (a) Regular reading to children in all classes;
 - (b) Paired reading with peers or an adult;

- (c) Developing phonological awareness;
- (d) Phonics teaching;
- (e) Language experience, combining writing and reading;
- (f) Modelling of reading strategies;
- (g) Shared reading with Big Books and enlarged texts;
- (h) Guided reading in small groups;
- (i) Uninterrupted, sustained, silent reading;
- (j) Visits to school library;

Writing

Rationale

Writing is an essential tool in the learning process. Children write to express their emotions, to convey their thoughts and opinions and to present evidence of research. By developing these skills, we can equip our children to use writing across the range of curricular activities in which they are involved.

Our aim is that our children will develop the ability to write effectively in various forms according to purpose and audience.

Classroom Environment

The class should be a place:

- Where pupils are encouraged and inspired to write;
- Which contains details of stimuli such as dictionaries, thesauri, word banks and wall lists;
- Where pupils can display their own writings and those by favourite authors and poets;
- Where children's work is made into anthologies or Big Books to be re-read in the library corner.
- Where different teaching approaches and organisation of learning are present such as:
 - (a) Various forms of writing are displayed and discussed so that pupils become familiar with the structure and language features of these forms e.g. letters, diary entries, shopping lists, invitations, notes, etc;
 - (b) Creating opportunities to expose pupils to different audiences, e.g. writing for themselves, their peers, the school and the wider community;
 - (c) Purpose of writing is made clear to pupils before they begin;
 - (d) Teachers approach writing tasks by modelling, shared writing and providing time for discussion, planning, revision and redrafting.
 - (e) Teachers should also provide word banks, expressions and assist pupils in the correct application of grammatical rules learnt;
 - (f) The teaching of spelling rules for both Maltese and English are done on a regular basis using a variety of strategies;

- (g) Teachers respond to children's writing to improve by writing relevant comments and discussing improvements to be made during small group tutorials.

Assessment

Assessment should be both formative and summative. However, continuous assessment should serve as an opportunity where the teacher gives constructive feedback to the pupils by praising their achievements and suggesting ways on how to improve. The teacher may also encourage peer assessment and self-evaluation, giving the pupil a chance to talk about her work.

Monitoring and Evaluating

Persons responsible for the monitoring and evaluation of pupils' achievement in literacy are the:

- Class Teacher
- Literacy Support Teacher
- Heads of Department in Literacy
- Members of the SMT

Pupils' progress is ensured and monitored by means of:

- Screening tests in the early years;
- Progress tests;
- By evaluating samples of work;
- By carrying out class visits;
- Talking to pupils about their work;
- Carrying out demo lessons.

Health and Safety Policy

The school is committed to establishing, maintaining and promoting high standards of health, safety and welfare. Staff and students shall be actively encouraged to think about recognising hazards, assessing risks and then taking appropriate precautions within many contexts.

The school will give high priority to healthy eating and physical activity through holistic education. As a result, various physical activities will be carried out during break for our children to keep physically fit. In addition, our tuckshop will be providing healthy meals at all times. Other food such as that in the vending machine, food bought by the students or organised for special activities, should be according to the policy as issued by the Education Department. Refer to:

<https://education.gov.mt/en/resources/News/Documents/Healthy%20Eating%20and%20Physical%20Activity%20Policy.pdf>

Where ANY member of staff notices a Health and Safety problem which they cannot put right straight away, they must immediately remove students from the area and report to the Health and Safety Teacher or a member of the Senior Management Team.

Accident at School

- In the event of an accident, the Health and Safety teacher should be informed so that she will complete the Accident Report Sheet and send a copy of it to the Senior Management Team.
- Playground accidents involving collisions, slips and falls should also be recorded in the Accident File.
- Illness or injury – parents should ensure that the school has two emergency contact numbers on the admission form so that if a student is ill or injured, a parent or nominated adult may be contacted. When the school fails to make a contact, the child will be cared for at school and professional medical attention will be sought if necessary.

Visitors

- All visitors must report at the reception desk on arrival and departure. Any visitor or service personnel legitimately on the premises is in the school's care as far as school activities can affect him/her.
- Contractors will be reminded of their responsibility to cordon off working areas to ensure the safety of pupils and staff. If a vehicle has to be driven through the playground: it should be done when there are no pupils on the yard and access points are supervised by members of staff.

- Parents may not drive into the school premises at any time. They may only enter on foot, through a small side gate that is kept locked and opened only on request; they then stop at reception after requesting admission at the school door.
- Staff may park in designated areas on school premises. However, the gates will be kept closed during school hours at all times.
- Smoking: Smoking is not permitted anywhere on school premises, at any time.

Internal areas of school premises

- When inside the building students should walk, not run, at all times.
- Laboratories and Home Economics rooms: Students must be supervised at all times when making use of any equipment or appliances in the laboratories or Home Economics rooms. In such cases, the number of students working at one time should not be more than 16.
- Any defective doors must be corrected immediately. Doors should not swing freely when unrestrained. Door handles must be secured and in working order.
- Broken or cracked glass should be replaced. Window operating cords or levers should be in free working order.

Electricity and Lighting

- No material should be placed on or near heaters. Regular checks must be made on electric storage heaters, fan blowers and radiators to ensure they are working properly and that they do not present any danger to anyone at school.
- Defective tubing or bulbs should be changed immediately. Light switches should be free of cracks and positive in action. Broken or cracked sockets should be replaced by an electrician.
- Any loose wire sighted at cable entrance to a plug means that the plug is not to be used until wiring is corrected. All plugs should be inspected on a regular basis by a qualified electrician according to the Authority's Regulations.
- Room sinks are to be cleaned on a regular basis. These should not be cracked or chipped but must be securely fixed.
- Detergents should be environmentally friendly and must not be stored within the reach of the students.
- Toilets are to be well ventilated. Pedestal units and seats should be in good repair with no cracked or broken porcelain. Flushes should work properly and refill quickly.
- All water taps should have a good flow. Hot and cold taps should be marked. Water from hot taps should be at a safe temperature.

- If a piece of electrical equipment catches fire:
 - a) Switch off.
 - b) Pull out the plug.
 - c) Remove students from the room
 - d) Do not use water-type extinguishers on any electrical fire.
 - e) A CO2 gun extinguisher is to be used.
 - f) Call out the Fire Service.

- Hall and gymnasium: All P.E. equipment should be well maintained. Floors need to be clean and free from any defects. Mats should be non-skid and in good repair. Wall bars and climbing frames need to be firmly fixed and well maintained. These should be inspected regularly for any defects by approved specialists.

- Break: Staff must be available for duty as soon as the bell rings. At the end of break, all students should line up and enter the building in an orderly manner. When it is rainy, all students will have their break in the school's corridors under the supervision of members of staff.

- Dismissal Procedure:
 - Pupils should keep to the right when using the stairs and be in single file to allow access both up and down the staircase to take place.
 - The administration team controls the flow of students.
 - Any rules regarding safe conduct on school premises will be explained to the students.

External Areas of School Premises

- Yard: Any objects, such as bins etc. must be stored on the periphery of the yard. Paving slabs and concrete areas are to be in good repair. Steps should be even. Grids should be clear.
- Entrance and Exits: Building entrance doors should not jam in any position. Fire exits should open outwards and should not jam in any position. Any steps must be well maintained. All corridors and foyers to entrances and exits must always be well lit and not obstructed.

Outings

- Adequate supervision is to be provided. Students will be warned that good behaviour and care in what they do is required at all times.
- The coaches used for school trips should have seat belts fitted.
- First Aid boxes will be taken when going on an outing.

Emergency Procedures

- In the event of an emergency related to water or electricity any member of staff should isolate the supply.
- Electricity: The electrical main switch is located in the basement.
- Water: The main stop cock for the water is located in the basement.
- Approach: Main gates are to be kept clear to allow full opening of gates for easy access to any emergency vehicles.
- Assembly areas: Staff and students should be aware of the two emergency assembly areas: The Primary and the Secondary yard.

EXITS MUST NEVER BE OBSTRUCTED

Fire

Fire drills are carried out at least once a term. Testing of fire alarms is to be carried out according to regulations. All fire extinguishers are to be in place and inspected regularly. The nature of their contents is indicated, as well as an instruction on what sort of fire the extinguisher is NOT to be used on.

When a Fire Starts

- When the fire alarm rings, the evacuation procedure will start, and the civil protection department will be called.
- If a fire is controllable, teachers can use the firefighting equipment provided. However, teachers on duty should give priority to their responsibility over their class and not to fight any fire.
- If evacuation should start and if a fire is too large, do not attempt to extinguish it. Get out of the building.

Evacuation Procedure

- The **Head of school** has the authority to decide whether to evacuate the school or not and co-ordinates the procedure with the Health and Safety teacher.
- Administration, teaching staff and minor staff have specific roles to fulfil in order to have an effective evacuation.
- The basic layout of an evacuation procedure involves: alarm signal, evacuation (including checking for missing persons example in toilets, etc.) and gathering at assembly point and roll call.

Teachers and LSAs duties

- Close classroom windows.
- Switch off all electrical and gas apparatus.

- Gather the class list.
- Get out of the class, close the door and walk in an orderly manner towards the assembly point following the evacuation route.
- Do the attendance of the class (roll call).
- Report to the person in charge of the assembly point if all students are present at the assembly point.
- For no reason at all is a teacher to leave the class alone, not even in order to go back to search for a missing student.
- Personal belongings should be left behind.
- On the way out watch for new directives or hazards.
- If the usual route is impossible to use, find an alternative route.
- In case the only way out is through an area filled with smoke proceed in a crouched position, or on hands and knees.
- Never open a door before feeling it with the back of your hand; if it is hot do not open it.
- Pupils with special needs should be aided along the route by other persons who are assigned such duties in advance.

Students

- Leave everything behind, get out of the class following the instructions given by the teacher.
- Walk and not run.
- Do not try to enter back in class unless instructed by the head or the person in charge of the assembly point.
- If you are alone when the alarm sounds, find the nearest exit and proceed to your assembly point.

Minor Staff

- Open all doors (fire exits).
- Check toilets, corridors and other areas before leaving the building.
- Go to the assembly point.

Persons in charge of the assembly points

- Go to the assembly point.
- Administer the location of the class at the assembly point.
- Check if anyone is missing from the assembly point.
- Report the situation to the head at the assembly point.

The person who phones for the emergency rescue units

- Give clear details about the situation.
- Give information about any casualties and persons who need to be rescued.

Only the Head of school and/or the Health & Safety teacher can give the order to the students to enter back the school.

In case the alarm is set off during a break the staff and students should immediately proceed to the assembly point.

Earthquakes

If an earthquake strikes and you and your class are on the:

Inside

- Drop: Get under a sturdy piece of furniture or under a doorway. (Do not hide under other objects that could collapse)
- Cover: Keep your head and eyes protected from falling or flying objects. Cover your head with your hands and arms.
- Stay away from windows, tall cabinets, bookcases, and hanging objects.

Outside:

- Drop and cover away from anything that could fall. Example: trees, electrical wires and poles, buildings etc. if you are under a doorway, cover your head and neck with your arms.
- Once the earthquake is over, wait for the Head of School to give orders to evacuate the school.
- The rescue team or school civil engineer should say if the building is safe to re-enter school or not.

Bomb Threats (Unknown/unidentified object)

- As soon as a call is received the Police and EOD Section should be notified by the Head of school.
- The Head of school is to inform all the staff about the situation as quietly as possible.
- A team is to be nominated to ensure that there were no places that were broken into. Also, particular attention is to be paid for any presence of unidentified /unattended objects.
- The teacher in each classroom is to ensure that all the students are able to identify their belongings. If a suspicious object is discovered nobody is to touch or move it in any way.
- A person from the school staff is to be nominated to welcome the EOD and the Police Dog Section in order to show them around the premises.
- If a suspicious object is found prior to the arrival of the EOD team or the Police, notification should be made immediately so that proper action could be taken as soon as these arrive.
- A 200-meter radius area is to be evacuated and all students are to be accurately accounted for. All windows and doors are to be left open prior to evacuation.

Medical Records and First Aid

Medical Records

Medical records of each student are kept in the secretaries' office. These records include contact information (name, address, telephone numbers etc.) of parents and of another family member, permission to check pupils' hair and to administer paracetamol / panadols as well as the notification of any allergies or conditions which the student may suffer from such as asthma, diabetes and epilepsy. Any other note from the parents and/or guardians on the students' medical conditions as well as information and permission to administer any medication is attached to the student's medical records. They are to be updated each year.

Medical Room

Our school is equipped with a medical room. It is situated on the ground floor, room number 14. The Medical Room contains suitable facilities and equipment. The Medical Room should always be adequately ventilated, heated, lit, cleaned and maintained. It is equipped with a lifter and an examination couch.

Health and Safety Teacher

The Health and Safety teacher is responsible to ensure the adequate provision of materials and equipment for first aid.

First Aid Boxes

There is a notice in every classroom stating where the nearest first aid box is situated. The following list shows the location of the first aid boxes:

PTA Kitchen – Room 12

Medical Room – Room 14

Staffroom – Room 21

Home Economics Room – Room 36

Home Economics Room – Room 77

Gym

According to the Education Medical Service, the contents of first aid boxes should include the following items:

Crepe bandages, cotton wool, disposable ice-packs, disposable surgical rubber gloves, small scissors, sterile eye pad, triangular bandages, safety pins, sterile unmedicated dressings, padded adhesive strips, plastic bags, vomit/discard paper bags, dressing gauze

One may find more medical items in the Medical room. Pills, creams, solutions, insect bite sprays, medical eye baths etc. should not be used due to allergic reactions.

Please note:

- Anyone using a first aid box should fill a form (to be found in the first aid box) to indicate what the incident was and what material was used. This form has to be passed to the Health and Safety teacher who will then replace any material used.
- An eye wash station (labelled bottle of clean water to be kept in a fixed place) should be situated in the Chemistry laboratory for immediate action in case of eye injury. This should be marked with the appropriate sign.

First Aiders

Each class has a nominated first aider. All staff and students should be aware of the nominated First Aiders. A list of these first aiders is to be found in the school foyer. There is also a notice in each classroom stating the name of the first aider attributed to that particular class.

Spillages of blood or other body Fluids

Disposable gloves should always be used in dealing with blood flowing from a wound and other body fluids. These types of spillages must be dealt with by a caretaker with liquid bleach. Contaminated items should be disposed of in a special bin in the caretakers' room for incineration. After dealing with an accident, staff must inform the Health and Safety teacher so that she will fill in a report sheet, copies of which can be found in the Medical Room.

Accidents, Injuries and Ill-Health

Minor Injuries: Teachers using rooms equipped with a first aid box may deal with minor injuries such as cuts, using the appropriate item(s) from the first aid boxes.

Sickness: Students feeling ill with colds, flu sickness etc. should report to their respective Assistant Head with permission from their teacher. The Assistant Head will then give them the permission to call home.

Serious Injuries: In the event of a serious injury the nearest Assistant Head teacher should be informed. In turn the Assistant Head will inform the Head of School who will decide if the student is to be dismissed or if medical help is to be called for. The parents are to be informed in case of hospitalization.

Dispensing of Medicines to Pupils: Medicines should generally be administered at home. In exceptional circumstances, the staff is prepared to give medication if authorised by a note from the parent. These notes are kept in the Medical records in the secretaries' office. All medication should be handed to the teachers. The school follows the guidelines below for the dispensing of medicines to students:-

- Written consent should be obtained from the parent authorising school staff to give the prescribed medicine to the pupil, including when it should be given.

- The child's name and dosage should be clearly marked on the medicine bottle or container.
- The assistance of qualified nurses and/or doctor should be sought in cases where further information is thought to be necessary.
- All medicines are to be kept in a safe place

A more extensive version of this Health and Safety Policy, including a list of fire extinguishers and fire blankets and their location is available in the Head's office.

The School Eco Code

The Eco Code demonstrates the school's commitment in taking steps towards environmentally sound actions. This commitment includes:

1. preserving natural resources,
2. preventing pollution and
3. continual improvement of environmental management.

Eight key areas were highlighted in the creation of our Eco Code. As EkoSkola committee, we felt that these areas were most achievable and appropriate to our education.

1. *Recycling and Composting*: We will repair, reduce, re-use and recycle things whenever possible.
2. *Purchasing*: We will buy products and materials that do not harm the environment when they are made or used.
3. *Looking after wildlife*: We will teach others to limit their impact on wildlife within our school. We will make an effort to take care of the Maltese Garden and the plants in our classrooms.
4. *Environmental Laws*: We will follow the eco-code to create a better environment for our school.
5. *Water*: We will turn off taps and make sure we don't have any leaks. We will teach others about how to save water.
6. *Energy*: We aim to lower energy consumption at our school, and teach others about how to save energy!
7. *Raising Awareness*: We will tell all school visitors, families and friends about how we are looking after our environment and hope they do the same at home and school!
8. *Biodiversity*: We will try and increase the biodiversity in our school by taking care of a Maltese Garden. In this garden we have planted Maltese plants to increase the number of plants we have in our school and to encourage more birds and butterflies to visit our school.